

Student Instructional Skills and Teacher Strategy Profile

Name: _____ DOB: _____ Test Scores: _____ Date: _____ Level: _____

English Language Learning is a developmental process. It can take from three to seven years to reach native fluency as learners proceed from beginner to advanced stages of proficiency. Mastery of the goals for an ELL beginner may take three months to one year. Intermediate goals contain a wide range of skills and develop over a six-month to three-year time span. Advanced goals, placing the learner at or near proficiency, may take an additional one to three years to develop.

This Student Instructional Skills and Teacher Strategy Profile is designed to provide another strategy to inform and drive instruction while providing additional data on student progress. Each table has a list of skills through which the Student Will Be Able To (SWBAT) progress, achieve, and master. Place check marks, or dates, next to goals that are the focus in fall (F), winter (W), and spring (S). Check boxes again in winter and spring if goals are not met.

Teacher Strategies

F	W	S	Teacher Strategies
			Provide visuals
			Model all expected behavior
			Ask yes/no questions
			Provide objects and illustrations for matching
			Ask either/or questions
			Model and ask wh-questions
			Model answers
			Ask descriptive questions
			Allow sufficient response time
			Provide pictorial vocabulary with letter sounds
			Create word bank/word wall
			Use low-level, high-interest text with TPR (Total Physical Response)
			Provide letter chart and model writing
			Build conceptual and semantic foundations for word meaning
			Help students link new and familiar meanings of words
			Assist efforts to derive word meaning from context
			Preview vocabulary in context/create a glossary

F	W	S	Teacher Strategies
			Model/list one/multi step oral/written directions and expected response
			Provide illustrations of word usage in context
			Provide correction for language errors by modeling
			Use language experience charts
			Provide exposure to lexicon of words
			Provide graphic organizer or semantic webbing
			Model directions and expected response
			Repeat/paraphrase terms and statements in various ways
			Model "strip-off" of prefixes and suffixes while reading
			Have students maintain notebooks
			Incorporate peer tutoring
			Modify/summarize text
			Frequent check for comprehension/summarize key points
			TPR, repetition, visuals
			Provide guided practice
			Use a variety of student groupings
			Connect learning to students knowledge and experience

Beginner Instructional Goals SWBAT (SWBAT=Student Will Be Able To)

F	W	S	Beginner Speaking
			Physically respond to yes/no questions
			Name objects, people, pictures
			Initiate conversations by pointing and using single words
			Respond with one or two words or physically indicate comprehension
			Ask/answer wh-questions in short phrases or disconnected speech
			Describe pictures in disconnected speech
			Restate facts in short phrases

F	W	S	Beginner Reading
			Identify concepts of print
			Identify letters
			Understand the concept of a letter
			Understand concept of word
			Match letter/word to a picture

F	W	S	Beginner Listening
			Point to stated pictures
			Point to stated words
			Point to stated phrases
			Follow one-step oral directions
			Match oral statements to objects, figures, or illustrations
			Sort pictures and objects according to oral instructions
			Follow two-step oral directions
			Match info from oral descriptions to objects, illustrations

F	W	S	Beginner Writing
			Draw in response to oral directions
			Write letters
			Copy/trace/print from familiar matter

Additional Goals/Strategies: _____

Intermediate Instructional Goals SWBAT

F	W	S	Intermediate Speaking
			Indicate comprehension with targeted response
			Verbalize words in isolation
			Verbalize using disconnected speech
			Produce key words acquired
			Depend on context to use simple sentence responses
			Participate in guided discussions
			Express simplified ideas, opinions, and feelings
			Answer/ask questions in short sentences
			Depend on context to use simple sentence responses
			Participate in paired/cooperative learning groups
			Use descriptive language
			Tell about real or imaginary events
			Solicit information for a variety of purposes
			Experiment with expanding vocabulary and grammar
			Show some control of English word order
			Pronounce words clearly
			Produce complete sentences that may contain errors
			Understand simple and social conversation supported by nonverbal, including illustrations and verbal cues
			Understand simple stories and discuss with some details
			Listen and respond to general explanations where language is supported by nonverbal/verbal cues

Additional Goals/Strategies: _____

F	W	S	Intermediate Listening
			Understand social conversation supported by non-verbal cues
			Follow multi-step directions
			Understand extended conversation
			Understand simple stories with some details
			Begin to access academic vocabulary
			Recognize basic info in stories
			Listen and respond to the gist of general explanations

F	W	S	Intermediate Reading
			Follow a text read aloud with support
			Read words and phrases
			Begin to acquire widening vocabulary from reading
			Read/understand words, phrases and simple sentences
			Understand main ideas in level-appropriate material
			Retell story in sequence
			Follow a text read aloud with support
			Use emerging decoding skills
			Contribute collaboratively to classroom projects
			Respond with graphic organizer

F	W	S	Intermediate Writing
			Show some knowledge of sound and letter patterns in English spelling
			Complete simple sentence frames
			Generate simple sentences that convey a message
			Write in response story/writing prompts on familiar topic
			Write a patterned poem
			Have some knowledge of mechanics of print
			Use a graphic organizer to write

Advanced Instructional Goals SWBAT

F	W	S	Advanced Speaking
			Use language to express and defend opinions
			Paraphrase more complex ideas
			Demonstrate growing command of syntax
			Ask and answer questions using academic vocabulary
			Deliver a presentation

F	W	S	Advanced Listening
			Actively listen and respond to extended discussion
			Understand simple idiomatic expressions
			Take notes

Additional Goals/Strategies: _____

F	W	S	Advanced Reading
			Gather and interpret information from a variety of sources
			Read literature of different genres with increased comprehension
			Take notes
			Compare and contrast literary elements
			Use inference/deduction for text interpretation
			Self select appropriate material/read independently

F	W	S	Advanced Writing
			Respond to literature and writing prompts
			Follow the writing process
			Take notes
			Use varied word choice and expanded sentence structure
			Produce reports
			Access academic vocabulary

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